



An Exploration of EFL Teachers' Perceptions and Experiences of E-Learning Implementation through the Concern-Based Adoption Model

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Abstract

Concerns-Based Adoption Model (CBAM) is a framework that can be used to guide the implementation of e-learning in educational contexts. CBAM focuses on the problems individuals have during the implementation process and helps to discover solutions to these difficulties. The objective of this study was to get an overview of EFL teachers' perspectives and practices about implementing e-learning based on the CBAM. The CBAM was employed as a model to grasp the challenges and levels of e-learning adoption among English as Foreign Language (EFL) teachers. For this study, ten EFL teachers who knew how to use e-learning participated in semi-structured interviews to provide qualitative data. The interview transcripts were subjected using the thematic analysis. According to the results of this research, some EFL teachers were early adopters of e-learning, but others have shown considerable rejection. Among the teachers' objections were technical obstacles, a lack of training, and skepticism over the effectiveness of e-learning in increasing students' language skills. The study also revealed that the CBAM was an excellent tool for identifying the issues and degrees of e-learning usage among EFL teachers. The model offers a framework for describing the stages of e-learning adoption, from awareness to regular use, and strategies to assist teachers in their adoption process. This study expands our knowledge of the opinions and experiences of EFL teachers towards implementing e-learning. The findings indicate the need to provide teachers with workshops and training to increase their usage of e-learning and enhance the efficacy of EFL teaching instruction.

Keywords: *Teachers' Perception; Practices; Experiences; E-learning Implementation; CBAM*

INTRODUCTION

Several aspects of human existence have been affected by the growth of technology. Education has also been influenced by technology. Information Communication Technologies (ICT) have increased student engagement, instructor productivity, and course completion rates in the classroom. It has been shown that e-learning, as it is called in educational research, increases students' academic achievement (Aparicio et al., 2016; Garrison, 2009; Valverde-Berrocoso et al., 2020). E-learning, or distance or online education, is a method of facilitating instruction and study via the use of electronic media. Furthermore, e-learning is a new type of education that contributes to the quality of teaching and understanding in higher education and lifetime learning activities (Bhuasiri et al., 2012; García Peñalvo, 2008).

E-learning has been an integral part of English as Foreign Language (EFL) training in recent years. Since the COVID-19 epidemic, online education has been more popular, especially in non-traditional classrooms. Institutions of higher learning throughout the globe have been forced to close due to the global coronavirus pandemic of 2019. More than 1.7 billion students missed class because of COVID-19-related school closures. That situation has brought to use of e-learning to maximize the teaching and learning process of teachers and students. The primary benefit of online education is that it allows students more flexibility in terms of time, place, and learning speed (Gouëdard & Pont, 2020).

However, the practice of e-learning has its challenges, especially in the context of EFL education, which requires face-to-face interaction and communication (Le et al., 2021). There are technological impediments, philosophical problems, and communication barriers among the obstacles. The obstacles were inadequate ICT skills, motivation and training, and Internet,

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resource, and material accessibility (Mahyoob, 2020; Ja'ashan, 2020; Zalat, 2021). Alternatives to conventional face-to-face learning include hybrid and blended learning systems (Singh et al., 2021b). Although e-learning and remote education are focused mainly on online learning, blended learning integrates online and in-person training and hybrid learning often alternates between online and in-person instruction. Blended learning and distance education provide flexibility, accessibility, personalization, cost-effectiveness, and student involvement. Blended learning combines the benefits of both face-to-face and online learning, allowing for more individualized and engaging training while retaining the advantages of face-to-face engagement. On the other hand, remote education offers tremendous flexibility in terms of when and where students may study and can give access to education to students who may not have access to conventional forms of education (Ja'ashan, 2020). Furthermore, distance education has been a surge in the COVID-19 epidemic (Masalimova et al., 2022).

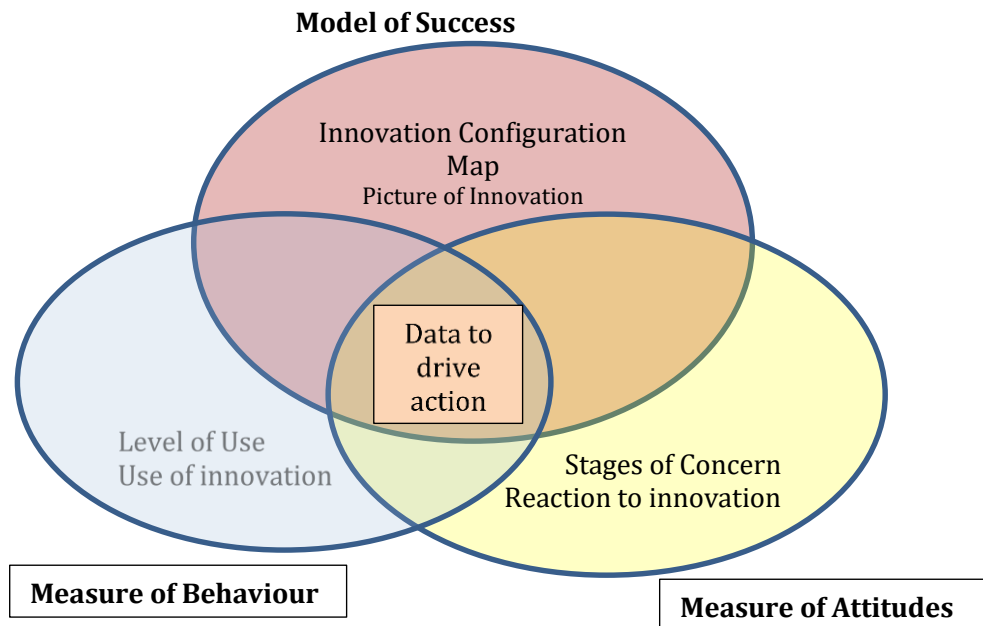
Despite many studies focusing on using e-learning in the teaching and learning processes during the pandemic (Maatuk et al., 2022; Mahyoob, 2020; Masalimova et al., 2022), more is needed about EFL teachers' adoption level of e-learning. The Concerns-Based Adoption Model (CBAM) is a helpful model for providing an understanding of the stages of teachers' e-learning adoption. It focuses on teachers' challenges at different stages of the adoption process and provides a framework for creating techniques to assist teachers. This study aims to investigate the viewpoints and practices of EFL teachers about the deployment of e-learning using the CBAM framework. This study intends to contribute to understanding e-learning applications in EFL teaching by studying the concerns and levels of e-learning usage among EFL teachers. The study's findings are expected to provide insight into EFL education policy and practice and be utilised to improve the quality of e-learning implementation. As a result, future deployments of e-learning may be of a better standard.

LITERATURE REVIEW

Concern-Based Adoption Model (CBAM) in E-learning Implementation

The Concerns-Based Adoption Model (CBAM) is a framework to scrutinize the implementation of e-learning in educational settings. CBAM focuses on the obstacles people face throughout the implementation process and aids in discovering solutions. In its practices, the CBAM is primarily used in teaching (Straub, 2009). The conceptual model depicts, explains, and anticipates possible teacher concerns and behaviours throughout adopting, adapting, and modifying processes. (Hall & Hord, 2015). The CBAM is being applied to the change process of implementing e-learning by using an online platform. This approach is primarily concerned with defining, measuring, explaining, and comprehending the process of change encountered by instructors as they strive to incorporate curricular content and instructional techniques (Bellah & Dyer, 2009). Furthermore, it highlights how people develop as they gain knowledge in curriculum innovation and execution (Sweeny, 2003).

The CBAM considers the teacher as the primary point of contact for school curriculum modification and implementation activities, and it identifies and resolves social and organizational consequences. (Horsley & Loucks-Horsley, 1998). It has three dimensions, namely: The Stages of Concern (SoC), The Levels of Use (LoU), and The Innovation Configurations (IC). SoC describes feelings that individuals experience during the implementation of an innovation and the concerns individuals have during the implementation process. LoU indicates individuals' reaction to and implementation of curricular reform and how individuals utilise the invention. Furthermore, the third component, IC, describes the e-learning innovation's characteristics and how the new program or procedure will seem when implemented (Hall & Hord, 2015).



In the CBAM framework, the SoC is essential in e-learning implementation because it helps identify individuals' concerns about using technology in their teaching and learning. These concerns can range from the lookout for the usability of the technology to spheres about the results of the technology on student learning outcomes. Based on the explanation above, the CBAM can indicate which treatments most effectively address specific problems. The model also incorporates a framework for articulating interventions that promote developing and implementing new policies and curricula. For this reason, the CBAM framework greatly emphasises the idea of a change process in EFL teachers' perspectives, influencing their teaching practices.

E-learning in EFL Teaching

Because of the fast advancement of technology, the globalisation trend in secondary education, and the exclusion of barriers between students, current techniques and views for teaching practices, for example, e-learning, have emerged. E-learning is a formal education approach that employs digital resources. E-learning consists mainly of computer technology and the Internet, while classroom education may occur inside or outside the classroom ([Ja'ashan, 2020](#)). Due to the potential of viral transmission posed by social gatherings in educational institutions, conventional educational techniques were substituted with e-learning once the COVID-19 virus emerged. E-learning is the most effective method for preventing illness transmission since it promotes spatial distancing ([Aboagye et al., 2020](#); [Lizcano et al., 2020](#)).

There are a variety of ways in which technology might facilitate education. As [Selinger \(2001\)](#) put it, "it may simplify communication, increase access to information, allow greater access to learning for children with special educational requirements, model and inspire a variety of scientific phenomena, motivate students, enhance problem-solving skills, and enable deeper understanding". In implementing e-learning in a language class, integrating Information and Communication Technology (ICT) is needed so that teachers and students can collaborate on course materials, lectures, and presentations and get feedback on their work. Information and Communication Technology (ICT) is used in education to assist student learning. It aids teachers in doing administrative duties more efficiently. It provides unique educational and training possibilities for teachers and students by fostering innovation and creativity in classroom practices and the

teaching and learning processes (Altawaty et al., 2020).

Compared to the limitations of traditional learning, e-learning is not only a helpful supplement to more conventional forms of education but also the best way to address and capitalize on such issues as the ones facing education in the twenty-first century, the requirements of today's students, the most effective application of technological advancements, and the rewards of teaching overall. Consequently, to achieve a qualitative leap in the learning process, e-learning is no more an optional extra and must be addressed, engaged with, and utilised; particularly in terms of the ability it gives students to cope with complex tasks and issues, developing higher-order thinking skills, and managing life's expectations are essential in the age of information and technology (Moorhouse, 2020).

Teaching English as a foreign language (EFL) sometimes involves e-learning, either as a supplement to traditional classroom techniques or as the only instructional approach in remote or hybrid settings. EFL students may benefit from e-learning in several ways, including enhanced mobility, convenience, and access to many instructional resources. In addition, teachers can access several e-learning technologies and platforms, including learning management systems (LMS), video conferencing applications, and mobile apps. These tools may facilitate improved communication and collaboration between students and instructors, facilitate access to relevant multimedia materials, and offer enough opportunities to practice and develop their language skills while getting rapid feedback.

Evaluating e-learning experiences, especially by teachers and students, is one of the essential factors in determining their efficacy, notwithstanding the importance of new learning and learning styles. New efforts have been made to adapt e-learning to English language learning in Indonesia. However, E-learning in EFL instruction is full of obstacles. For instance, the usage of e-learning platforms or devices may need to be improved by technological faults which impede learning. In addition, some EFL students may need help with self-directed learning, a fundamental aspect of e-learning. However, efforts have yet to be made to examine the teachers' perceptions and experiences in adopting e-learning in their classroom practices. Because of this, assessing the teachers' perception of e-learning for teaching English in an EFL context is considered a vital topic ensuring the successful integration of e-learning into EFL teaching and learning.

EFL Teacher's Perceptions and Experiences of E-learning Implementation

Numerous studies have investigated the attitudes and experiences of EFL instructors toward the deployment of e-learning. Teachers and students were surveyed using questionnaires, interviews, and qualitative analysis for these research investigations. Other research focused on specific e-learning systems, such as Blackboard, Google Classroom, and Moodle (Saleh & Meccawy, 2022; Alharbi & Khalil, 2022)

Due to the massive use of online education around the globe since the present Covid-19 pandemic in Indonesia, online teaching requires a high level of technological competence on the part of teachers. Suherman and Watoni (2022) investigated forty-five teachers to investigate instructors' perspectives on using e-learning technologies. These perceive positively related to the practices of e-learning technologies. The findings indicated that video and VLEs were the two most often utilized e-learning resources among teachers, with "self-taught" and "colleagues" being the two most popular methods teachers have used to master these products. It revealed that e-learning increases student engagement and fosters learner autonomy. Therefore, it is viewed as a good outcome for adopting e-learning technologies by teachers.

On the other hand, teachers of English as a second language in secondary schools perceived grading as the most challenging task in the e-learning context (Saputra et al., 2022). The inability of students to use technology in their learning, grades that may not accurately reflect their actual value

due to cheating difficulties, and the difficulty of monitoring student progress were identified as significant obstacles in online learning that need more attention. In addition, technology use, teaching, and student interactions revealed medium-level issues that must be addressed to attain a more comprehensive discussion.

RESEARCH METHOD

The Research methods section goes into great depth on how the research was carried out. A thorough explanation of the methodologies used allows the reader to assess the appropriateness of the study approach. A qualitative case study was used to deeply understand the teachers' experience in implementing e-learning in teaching English (Creswell, 2015). The study used purposive sampling to select ten secondary school teachers who teach English with varying levels of e-learning implementation experience. Information was gathered through semi-structured interviews, field notes, and document reviews.

Table 1. Demographic information of the research subjects (n=10)

1. Teaching experience	0-3 years	3-6 years	6-12 years	More than 12 years
	1 10%	3 30%	2 20%	4 40%
2. Academic qualification	Bachelor	Master		
	9 90%	1 10%		
3. Training Experiences	No training	Trainings		
	2 20%	8 80%		
4. School geographic location	Rural	Urban		
	6 60%	4 40%		

The subjects had twice semi-structured interviews, once before the e-learning implementation and once after, to capture the teachers' perceptions and experiences of e-learning at the different class levels. The observation gathered information on the teachers' classroom practices and e-learning tools. The document analysis was used to examine the e-learning materials used by the teachers. The researchers selected the teachers because they implemented e-learning in their teaching-learning process and were willing to participate in this study through a consent form. The information was obtained through the basic interview protocol of CBAM. The researchers used an interview protocol to explore and learn more about the teachers' experience implementing e-learning. The interviews were recorded using an audio recorder and were conducted informally. The interview questions were developed based on LoU of CBAM (Hall et al., 2006). The teachers used the LoU interview protocol to ascertain their behavioural progress within the e-learning implementation. The LoU interview protocol covers eight aspects; they are non-use, orientation, preparation, mechanical use, routine, refinement, and integration.

To collect data interview, the researcher did several procedures: 1) preparing the concept of questions to be asked, 2) conducting the interview, and 3) transcribing the interview results. The data were then analysed inductively using some thematic categories that showed up during the coding process based on the LoU behavioural categories. The CBAM framework was employed to pinpoint the teachers' concerns and their stages of adoption of e-learning. (Hall et al., 2006).

FINDINGS AND DISCUSSION

Based on the research questions proposed in this study, there are five critical issues to investigate.

Teachers' experience in the use of e-learning in teaching English

The construction of knowledge about e-learning through acquiring and sharing information. In this category, the user implores information about the innovation in various strategies, including questioning human resources and other resources. The data analysis revealed that teachers sought information for ongoing use with the innovation. It was also evident that teachers acquired knowledge about e-learning from other teachers' experiences. The answers to the behavioural interview inquiries are shown below.

"Yes, of course, to improve my e-learning ability because people said we live in an era with a known e-learning system. It is not easy, but I am trying hard to catch up. It helps me. When Covid19 happens, we must implement e-learning. I usually look for some information about e-learning /Google Classroom on the internet, such as YouTube, or ask others, like my colleagues, about it." (P4)

Moreover, one of the participants had a good understanding of e-learning. It was shown from the response given,

"Yes, of course. I joined the seminars and workshops. I was a student in Australia, so e-learning is not new for me." (P2)

Results from data analysis revealed that teachers were primarily sharing in implementing e-learning by using the platform. In response to the interview question, Participant 1 indicated that she would typically communicate the e-learning with her colleagues as she asserted,

"I share something that I got. The one who knows first will teach the others" (P1).

Participant 2 shared a similar behaviour by indicating that she would typically share knowledge about the implementation of e-learning with others she knew. She clarified,

"I usually share my knowledge with them (Aparicio et al., 2016) and a teacher at my school, and they do too. We always share our knowledge" (P2).

From the responses, acquiring and sharing information among colleagues or other people is imperative to construct knowledge about e-learning.

The performance of using e-learning in the classroom practice

This behavioural category examined the user's actions and activities to operationalise the innovation. For example, when questioned about how the materials were delivered online, one participant affirmed that e-learning sometimes created a problem for students who were required to use the online platform to understand the materials. This was indicated in the following response:

"As a teacher, of course, It is easier. We can give them some material from YouTube or other sources, but the problem is not only for the teacher but for the student. Some students said it is

easy to understand new material if we meet the teacher directly, even if they watch the tutorial video from YouTube. Still, they prefer to meet the teacher directly. For the teacher, In the offline situation, all material can be discussed with students, and the assignments can be checked together. After we entered the e-learning platform, everything was online, including the assignments. We have to check every weekend" (P7).

A similar view was also revealed from the other participant's response as follows,

"The use of e-learning is quite challenging for my students and me. Sometimes it is much easier to deliver the materials through online platforms and share online materials. Nevertheless, most of the time, the students have problems comprehending the lessons, and when they have questions, they cannot ask the questions more freely than when we meet face to face. Therefore, I often discuss with my colleagues various online material and platforms which can help students learn better" (P9).

From the interview, it can be concluded that the participants attempted to provide the students with better online materials to help students improve their learning.

The assessment towards the use of e-learning

The user analyzed the prospective or existing usage of the invention or some components of it in this behavioral category. This evaluation might be mental or entail data collecting and analysis. Each participant stated that they had a similar experience with the innovation in the online class. While they were able to identify e-merits, learning's they had similar perspectives on how they dealt with e-drawbacks, learning's as shown below,

"I sometimes do not really understand to operate or use a learning application. So, not only ask my expert technology friend, but I also watch some tutorials on YouTube and other resources" (P5).

Varied responses were also present in teachers' assessments of the effects of the innovation. Participant 6 and Participant 7 were able to identify the positive effects of the innovation as portrayed in the following interview response,

"As a teacher, of course, it is easy. We can give them some materials from YouTube or other sources. It makes learning much easier" (P6).

Moreover, the other participant agreed with this view as she emphasised,

"So far, google classroom is helpful for material, scoring, and coordination with their parents. Being online is not always problematic. Technology also helps us communicate from a distance" (P7).

From the responses above, the use of e-learning is helpful in teaching. Furthermore, e-learning can be assessed for its effectiveness through students' responses or feedback. This was shared by one of the participants as follows,

"I asked some students whether they understood the materials after they learned online. Some said yes, some no. I did follow-up questions for those who felt difficulties in learning by asking what area of e-learning was difficult for them. So, I tried to make my students easily grasp the lessons. Then, we just worked it out together. Yes, we helped each other with the technology" (P1).

From the interview data, it is clearly understood that assessing e-learning can come from various perspectives, not only from the teachers but also from the students. Both sides are essential since diverse outlooks can expand the effectiveness of e-learning for classroom practices.

Teachers' planning for future innovations

This behavioural category examines whether the user designs short- as well as long-range steps while adopting the innovation. This study revealed that both participants had plans for future teaching. They affirmed,

"I will use some platform to give quizzes or material even though there will be face-to-face classrooms later. I enjoy teaching them using Google Classroom" (P1, P5, P6). Moreover, the other participant gave a similar response, who stressed, "I will do an evaluation which better to students and back to the school policy. Maybe I will continue for my next classes" (P2, P5).

When questioned about future intentions to promote their mutual endeavor, both participants indicated that they would keep sharing and collaborating with other colleagues, as seen from the following responses:

"My plan, I will continue our collaboration. It never stops" (P1).

"In English teachers' society, we will always share. For the future maybe, and we can invite a teacher from another school" (P8).

The data confirmed that all participants did plan to implement e-learning in teaching English. Based on the responses, they would still use the platform as e-learning in teaching English and keep the collaboration going.

The obstacles to implementing e-learning in teaching English

Based on the participants' interview responses, the researchers found that several obstacles arose during the implementation of e-learning. The first one is the lack of internet quota. One of the participants stated in the interview response,

"When the students cannot join the class, it might be because they do not have enough internet quota for the virtual class. They might have, but it is limited due to economic conditions. It means that when they are running out of the quota, they cannot use the internet until next month" (P3).

The other participant also mentioned a similar reason, contending that good economic condition has to do with providing internet quota at home. She asserted,

"Not all students are in good economic condition, so they do not have WIFI, and some do not have smartphones and laptops. Sometimes, they dealt with a difficult situation when they could

not join the class. It could also interrupt our teaching-learning process if suddenly they were out of the platform and never came back until the class was over on that day” (P6).

This shows that the use of e-learning must be balanced with the provision of an internet quota, which is still considered expensive for some people in Indonesia.

The second obstacle is a poor internet connection. Both participants agreed this was the most problematic when dealing with online learning. This can be seen from the following interview response,

“The internet connection was sometimes out of control. Not only it happened to me but also to my students. It is not because we do not have enough internet quota, I use Wi-Fi, but because of the unstable connection “(P10).

The third one relates to the incompatible devices usually used by students. Participant 1 claimed that one of the reasons why e-learning met some difficulties was due to improper technological devices owned by students. In other words, there were some situations when the electronic devices used by the students, such as handphones or laptops, did not have features that were compatible with the platform or learning applications used in the class. Participant 1 clarified,

“Some students didn’t have devices in good condition, so it made them late to follow the virtual class or other e-learning activities I used. Most of them must share the compatible device with other family members, like their sisters or brothers, who also use it for school (P1).

Participant 4 shared a similar response to this issue. She believed e-learning was hard for some students who needed support with good home facilities. She asserted,

“Sometimes they have more than one device at home, but the rest is incompatible. Only one device is working. And buying a new device is not cheap. So, it is problematic for e-learning to run well” (P4).

Despite the participants’ good knowledge about the implementation of e-learning in teaching English, they still faced several obstacles in carrying out e-learning. The lack of internet quota, inadequate internet connection, and incompatible technological devices are some of the obstacles which result in online learning that does not run properly.

Discussion

The interview result revealed the participants’ experience applying e-learning in the classroom. The most exciting finding of this study pertains to how students get involved in assessing the e-learning implementation. Students’ feedback on learning content and how e-learning works for their understanding of the materials taught are essential to improve the teachers’ innovative teaching ideas. This is in line with [Martínez-Argüelles et al. \(2015\)](#), who found out that the personalised feedback provided by the students is instrumental in facilitating teaching and learning and motivates the learning process. Furthermore, collaboration with other colleagues through acquiring and sharing information is believed to promote teachers’ learning innovation as they deal with experience change when teaching using e-learning platforms or applications. These finding echoes [Vandenhouten et al. \(2014\)](#) study, which revealed that working collaboratively is an essential aspect of ensuring quality e-learning.

Based on the study's findings, the problems with e-learning come from various sources, such as the need for more internet quota, poor internet connection, and incompatible technological devices. These findings are consistent with a number of previous research conducted similar research (Lukas & Yunus, 2021; Maphosa, 2021; Singh et al., 2021a). It was a remarkable discovery that most e-learning teachers' problems arose from a need for more training and support. This study emphasizes the need to provide instructors with sufficient training and assistance to help them overcome their fears and obstacles throughout the implementation of e-learning. As a consequence, substantial teacher training in distance education and the usage of e-learning is required so that it will help teachers who are terrified of operating technological gadgets overcome their technophobia (Igbokwe et al., 2020; Islam et al., 2015; Ja'ashan, 2020; Subaih et al., 2021). Another significant discovery was the correlation between EFL teachers' anxiety levels and their acceptance of e-learning. For instance, teachers in the early stages of adoption exhibited more worry than those in the later stages. This conclusion suggests that teachers' concerns must be addressed to adopt e-learning effectively. Alongside using e-learning, the significance of teachers' perspectives and experiences is highlighted. The results imply that the views and experiences of teachers may considerably impact their acceptance of e-learning; thus, it is vital to address their concerns and give them the necessary assistance to enable effective implementation.

CONCLUSIONS

This study provides valuable insights into the perceptions and experiences of EFL teachers regarding e-learning implementation using the CBAM framework. The challenges and concerns experienced by EFL teachers throughout the deployment of e-learning and underlines the necessity for effective training and support to overcome these hurdles are highlighted in this study. It revealed that the participants had confronted some stages in using e-learning, starting from constructing knowledge about e-learning until their planning to use e-learning for future innovations.

This study also emphasizes the significance of teachers' perspectives and experiences in e-learning implementation, as they may substantially impact the program's success. The results indicate that addressing teachers' concerns is essential for implementing and adopting e-learning. Moreover, the participants had to face a number of obstacles while utilizing e-learning to teach English in their classes, such as a shortage of internet capacity and the usage of technical gadgets that were not compatible with one another. In addition, the study highlights the efficacy of the CBAM framework in identifying the many adoption stages and issues encountered by EFL teachers throughout the deployment of e-learning. The methodology provides a systematic approach to data analysis, enabling researchers to identify the different adoption stages and teacher concerns.

Some implications for the teaching and learning process might result from this research. First, it is necessary for all educational stakeholders to take action collaboratively to support e-learning, for example, the teachers at schools, parents at home, and the government as the policy maker, by supplying all learners with relevant e-learning materials and activities with conducive atmosphere to study. Second, the implementation of e-learning should consider students' socio-economic status as technology is still regarded as identical with high cost. Since the students come from diverse families and socio-economic backgrounds, educators need to modify e-learning to ease the burden on students using technology.

LIMITATION & FURTHER RESEARCH

The sample size may be an issue for the study. The results may only reflect some EFL teachers in Indonesia since the research only included ten teachers who teach English in secondary-level schools from one location. It means that the research results may only generalize to some contexts.

The use of the CBAM model as its theoretical foundation raises further concerns. First, despite its usefulness, the CBAM model may only consider some elements of e-learning implementation, such as technical or pedagogical barriers. Future studies should include a broader and more varied sample of English as a Foreign Language teachers from around Indonesia to help remedy these deficiencies. Second, the CBAM model may be improved by incorporating insights from other frameworks or models to give a more in-depth analysis of how e-learning is used in EFL instruction.

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AUTHOR CONTRIBUTIONS

All authors furnished to the drafting of the manuscript. Study conception and design were collaboratively carried out by Rusmawaty and Hermagustiana, data collection, analysis and interpretation were conducted by Rusmawaty and Hermagustiana, manuscript preparation was collaboratively written by Rusmawaty, Hermagustiana, and Sunardi. All authors have read, reviewed, and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors affirmed no potential conflict of interest with respect to the research, authorship, and/or the publication of this article. This study was collaboratively undertaken.

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